



The Role of the Russian Language in the Development of International Vocabulary of the Uzbek Language

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Abstract: This scientific research is intended to conduct a thorough comparative, structural-component analysis of the borrowed vocabulary of the Uzbek language from Russian through consideration of its international lexicon through the prism of a structural approach. The vocabulary of any language existing in the world (except for openly isolated ones, like the languages of wild tribes and peoples) is inexorably inclined to expand and enrich itself thanks to intercultural interaction at the verbal and meta verbal levels, that is, the attraction of new words and concepts from the outside (the process of borrowing), or the formation of new words and their lexical and semantic variants thanks to the dynamic civilizational development of mankind. This work focuses on two languages that are similar in structure and syntactic-grammatical design, namely Russian and Uzbek.

Key words: vocabulary, international, grammatical and phonetical forms, Russian, Uzbek, borrowing, phraseology, figurativeness, expressiveness.

Introduction

The Russian language has a significant influence on the development of many national languages. It also plays an important role in enriching the lexical and phraseological systems of the Uzbek language.

Each socio-historical stage leads to the fact that, under its influence, the linguistic enrichment of a certain language occurs. There is an objective-historical process of penetration of words of one language into the vocabulary of another language. Especially at the end of the 19th and during the 20th centuries, due to the strengthening of socio-economic contact, the Uzbek language, like other Central Asian languages, received words from the Russian vocabulary and, through the Russian language, from international vocabulary. The influx of this vocabulary (mainly scientific terminology) is increasing more and more every year, and it continues to this day. In the modern Uzbek language in the field of scientific and socio-political terminology, the number of borrowings is equal to the stock of actual Uzbek words.

Even before school, students speaking the Uzbek language, faced with socio-cultural conditions, acquire a certain stock of borrowed Russian-international words such as “фильм, ферма, театр,

конфета, печенье, газета, журнал, шапка, пальто, шарф, ручка, тетрадь, асфальт, машина, автобус, билет, самолет, вертолет, трактор, чулки, носки, ботинки, компьютер, инновация, детсад, фартук, телевизор, радио, мультфильм, артист, флаг, мороженое, шоколад,” which are used in everyday speech.

Main part

The vast majority of international words are borrowed by the Uzbek language both directly from the Russian language and through it. This includes everyday words like “абажур, гарнитур, кекс, какао, кашне, костюм, лампа, радио, диван, сигареты, мебель” and so on. Most of the above borrowed words were borrowed even earlier by the Russian language and English and French languages, but, once in the lexical field of the borrowing language, they acquired a Russian grammatical and phonetic form, almost exactly preserving the lexical-semantic content. Moreover, there are many such borrowings in everyday speech. The Uzbek language, like other national languages, borrows terms from all branches of science and technology from the Russian language. Its scientific and technical terminology was almost completely formed under the influence of the Russian language. Borrowed terms are widely used in literary criticism (vaudeville, biography, drama, impressionism, classics, comedy, dialogue, bibliography, ideal, irony, etc.); in pedagogy (attestat, akademiya, aspirant, auditoriya, dekan, diplom, direktor, dissertasiya, leksiya etc.); chemistry (metall, massa, reaksiya, molekula, reaktiv, mentol, kreking and others), as well as in social sciences, geography, mathematics, botany, agriculture, philculture and sports, medicine, biology, etc.. International terms borrowed from the Uzbek language are firmly entrenched in its vocabulary and occupy a significant place in it, covering the most diverse spheres of activity of the Uzbek people.

Words borrowed from the Russian language have significantly enriched the word-formation base of the Uzbek language. Borrowings are often combined with Uzbek affixes: “formovkachi, postanovkachi, fal'sovkachi, razvedkachi, bibliotekachi, pessimistlik, optimistlik, reformistlik, yuristlik i dr.. garantiyalamoq, unifikasiyalamoq, ratifikasiyalamoq, deformasiyalamoq, dizinfeksiyalamoq, izolyasiyalamoq”.

Students, starting with words such as desk, board, class, school, globe, pencil case, briefcase, physical education, bell, recess, orderly, mathematics, physics, chemistry, etc., constantly enrich their vocabulary with Russian-international borrowings.

Under the influence of the Russian language, the Uzbek vocabulary is actively replenished with words of different composition: with a non-derivative base (парта, стол, класс, партия). As part of borrowed words, Uzbek students learn some suffixes and prefixes that are absent in their native language. These are, for example, the suffixes “-ист” (активист, педантист, радист), -изм (идеализм, феодализм, капитализм), -онер (акционер, реакционер), -фикация (электрофикация, классификация), -ер (актер, дирижер, компьютер, принтер), -тор (директор, администратор, инструктор), -ант (консультант, лаборант); приставки авто- (автозаправка, автомашина, автограф), анти- (антибиотик, антифашист, антигриппин), экс- (экс-чемпион, экскурсия) and so on.

It is well known that the Uzbek language belongs to the languages of the Turkic system and does not have a grammatical category of gender. However, “recently, due to increased communication between Uzbeks and Russians, and consequently, with the borrowing of Russian words,

In the Uzbek language, a group of words appeared denoting profession, occupation, ideological direction, the name of persons by work and social status, in which the category of gender is distinguished.

For example: “визажист – визажистка, геодезист – геодезистка, альпинист – альпинистка” [[1; 2].

Thus, under the influence of various socio-cultural events, there is an active process of development and enrichment of the Uzbek language. As for the vocabulary of the above words, constant work on

the meaning of these words. Only in this case will students better understand the meaning of the Russian-international words used. I would also like to note the fact that the Uzbek language is enriched not only by directly borrowed words, but also by phraseological units translated from Russian.

Let's consider the methods and methods of translating Russian phraseological units.

The study of Russian phraseology in an Uzbek audience has general educational and educational significance, and also significantly contributes to the formation of deep and strong speech skills in students, therefore, in the classroom Russian language requires attention students on phraseological turns. Teachers themselves should also have theoretical material on phraseology in methodological terms. A wide opportunity for mastering the phraseological richness of the Russian language is presented in Russian language classes. The texts included in the program should be filled with a variety of phraseological units.

Having mastered the phraseological layer of vocabulary of the texts being studied, students enrich their vocabulary and improve the culture of their own speech.

All this obliges literature teachers to think through their work on the optimal assimilation by students of the phraseological richness of the Russian language. To do this, first of all, you need to know and skillfully apply certain methods and means of conveying the meanings of Russian phraseological units into the students' native language. Not all phraseological units of the Russian language have their equivalents in the Uzbek language. Many phraseological units are translated using free phrases or meanings corresponding to them.

the whole content of the words. In a number of cases, stable combinations are activated in speech by semantizing them without translation, by association and by connecting words in context. Such a context will cause students to have associative reminiscences not only with Russian, but also in their native language, and they will remember Uzbek words and phrases that are analogous to Russian phraseological units or that reveal the meaning of Russian phraseological units

Analysis of phraseological material shows that in many Russian language textbooks the basic principles of transferring the semantics of Russian phraseological units into the Uzbek language are observed.

Conclusion

To conclude with, It is very important to reveal the unity of the form and content of the phraseological unit of the original. This is one of the essential requirements for translation. It is necessary to take into account the similarities and differences in the structure and grammatical structure of the original and target languages.

There are several ways to present Russian phraseological units using the Uzbek language: 1) translation of phraseological units by equivalent phraseological units; 2) translation through analogues; 3) descriptive translation.

Let's consider each of these methods separately:

1. Equivalent translation is the translation of phraseological units of one language into phraseological units of another while preserving the material (lexical) content of the constituent elements.

Translation of phraseological units of the Russian language with equivalent phraseological units of Uzbek is the most optimal way to reveal the meaning of a phraseological unit. With such a translation, it is fully possible to convey not only the general lexical and grammatical meaning of the translated phraseological unit, but also its imagery and structure.

2. Phraseological units of the Russian and Uzbek languages are similar, corresponding in meaning and not coinciding in the lexical content of their constituent elements.

Phraseological units of the Uzbek language may well convey the general lexical and grammatical meaning of phraseological units of the original. The difference between the linguistic unit of the original and its Uzbek analogue is

It occurs either in the lexical composition or in the structure. This method cannot reveal all the specifics of the translated phraseological units, which is why it differs from the first method of translation, which was discussed above (a fly will fly into your mouth – og'zinga pashsha kiradi).

3. The third way of revealing the meaning of phraseological units is expressed in the translation of phraseological units into one word or a free phrase.

It should be noted that the first two methods of translation - using equivalents and analogues - are the most accurate, since they reveal not only the lexical-semantic and grammatical structure, but also the grammatical structure, and

Also, the figurativeness and expressiveness of a linguistic unit make it possible to take into account the scope of use of phraseological units. The third method of translation - semantic - conveys only the general lexical and grammatical meaning of phraseological units

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